

## **Grades 6-8 Social Studies Curriculum**

### **RATIONALE**

Social skills taught in the Social Studies Curriculum include essential skills of learning to (communicate, exhibit basic safety and survival skills, exhibit good citizenship and act in a socially acceptable manner) in a variety of environments – home, school, community and job settings. The achievement of these essential skills enhances the quality of life for each student in current life situations and in future life experiences.

Research supports the vital importance of teaching social competence to students with severe disabilities. “Social competence has been broadly defined as a person’s overall ability to achieve his or her goals and desires in the personal and social aspects of life.” (Ford, 1985, Best and Promising Practices in Developmental Disabilities, 1998, pg. 110). “For students with disabilities, the social component of school is as important as the academic aspect. Skills such as getting along with others, making friends, and developing a pleasant personality are life-long endeavors for many students. Some students have a lot of difficulty following rules, remembering rules, and even being aware that rules exist in certain situations. Yet these are all part of fitting into society – for all people.” (Mannix, 1993, Social Skills Activities for Special Children).

This Social Studies curriculum will teach students with severe disabilities all-encompassing essential skills to ensure success in all circles of life – social situations, family gatherings, living with others in a variety of living situations, working with others, locating and keeping a job, participating in a variety of community activities and events throughout their lifetime, and keeping safe in all environments. Research strongly supports the need to teach these skills to students with severe disabilities beginning at an early age and throughout their entire educational program. “Authors advocate that functional living skills must be taught directly and systematically beginning early in a student’s educational career.” (Kokaska and Brolin, 1985, Best and Promising Practices in Developmental Disabilities, 1998, pg. 89). “Employers expect workers to be responsible, show initiative, and work cooperatively with their colleagues and supervisors. These skills and attitudes develop over time, and unfortunately many special educators do not address these employability skills until the secondary level, missing the formative years for providing systematic employability training.” (Hilton and Ringlaben, 1998, pg. 89, Best and Promising Practices in Developmental Disabilities).

People in all walks of life must communicate and interact with others appropriately and act responsibly in all life environments. Teachers must instruct students in skills necessary for the proficient use of essential social skills. The use of teaching strategies and technology within the school, community, home and job settings is having a tremendous impact on the ability of students to develop, learn, and use essential social skills appropriately in all environments. Social skills must be taught with a balanced program of integrated study that includes an emphasis in learning essential social skills within and outside the school environment. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the social studies curriculum.

### **Content Description by Grade Level Span**

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student’s curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Social Studies      Grades 6-8			
<b>Graduate Goal 7</b>	Graduates will integrate sensory stimuli or find a positive alternative.	<b>Show-Me Standard SS-1</b> Students in Missouri public schools will acquire a solid foundation which includes knowledge of the principles expressed in the documents shaping constitutional democracy in the United States.  <b>Alternate Framework Standard AltSS-1</b> Students will recognize that citizens of the United States have rights and responsibilities.  <b>Alternate Process Standard:</b> (What All Students Should Do) Goal 4 Alt-1, Goal 4 Alt-2	
<b>Graduate Goal 9</b>	Graduates will participate in individual, group, and family recreational/leisure activities.		
<b>Graduate Goal 10</b>	Graduates will interact within the community.		
<b>GLE:</b>	Not Available		
<b>STRAND:</b>	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code      Authentic Learning Activities
Attend to task in a small group setting after taking a turn.		7700130	Play games indoors and outdoors; small group computer activity.
Play with a simple toy.		7700119	
Express to others positive and/or negative feelings.		7157030	
Move legs to interact with the environment.		7810050	Mobility training; kick ball; push items to move round objects; activate a switch.
Move arms to interact with the environment.		7810051	Mobility training; push items off wheelchair tray; activate a switch.
Initiate participation in a group activity.		7700034	
Play with peers.		7139000	
Greet peers and adults.		7145000	
Return greetings to peers.		7145001	
Shake hands when greeting peer/adult.		7700081	
<b>Assessment of Student Performance:</b> Performance tasks, student performance data, authentic assessment.			

Social Studies      Grades 6-8			
<b><u>Graduate Goal 1</u></b>	Graduates will communicate.	<b><u>Show-Me Standard SS-2</u></b> Students in Missouri public schools will acquire a solid foundation which includes knowledge of continuity and change in the history of Missouri, the United States, and the world.  <b><u>Alternate Framework Standard AltSS-2</u></b> Students will understand the effects of past events on present circumstances.  <b><u>Alternate Process Standard:</u></b> (What All Students Should Do)  Goal 4 Alt-2, Goal 3 Alt-8	
<b><u>Graduate Goal 4</u></b>	Graduates will solve problems or complete tasks.		
<b><u>Graduate Goal 5</u></b>	Graduates will follow routines.		
<b><u>GLE:</u></b>	Not Available		
<b><u>STRAND:</u></b>	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Wait.		7810052	Playing games; art activities; in line.
Remain in seat.		7163011	Attend to social stories; create student interest books.
Refrain from talking to strangers in the community.		7169023	
Remain with group in community settings.		7700160	
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>			

EFFECTS OF PAST EVENTS ON THE PRESENT

Social Studies      Grades 6-8		
<b>Graduate Goal 5</b>	Graduates will follow routines.	<b>Show-Me Standard SS-3</b> Students in Missouri public schools will acquire a solid foundation which includes knowledge in the principles and processes of governance systems. <b>Alternate Framework Standard AltSS-3</b> Students will make and follow rules in their environment. <b>Alternate Process Standard:</b> (What All Students Should Do) Goal 4 Alt-2, Goal 4 Alt-3
<b>Graduate Goal 9</b>	Graduates will participate in individual, group, and family recreational/leisure activities.	
<b>GLE:</b>	Not Available	
<b>STRAND:</b>	Not Available	
Authentic Life Skills (What All Students Should Know)	IEP Code	API Code      Authentic Learning Activities
Accept assistance/support from others.	7810053	Play missing element games to require need for assistance.
Complete daily routines from a picture schedule without redirection.	7700028	Morning activity is to develop first hour of visual schedule, and to determine the type of related service people that will be in the classroom that day.
Identify daily activities on a personal calendar.	6440003	Morning opening activity is to identify reinforcers for the next activity, which student is missing, and finding the student's photo to mark who is absent.
Perform oral directions.	6557007	Follow verbal recipe to make Kool-Aid; make glycerin bubbles; make giant bubble to envelop student inside a bubble, using a Kidde Pool and Hula Hoop.
Keep face at an acceptable distance from others.	7700004	
Remain in seat until bus comes to a complete stop.	6390013	
Follow bus rules as stated.	6390012	Follow visual schedule.
Remain in seat while bus is in motion.	6390010	
Sit without disturbing others.	6390008	
Wear the seat belt for the duration of the ride.	6390006	
Unfasten seat belt.	6390005	
Fasten seat belt.	6390004	
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>		

**FOLLOW RULES**

Social Studies      Grades 6-8			
<b>Graduate Goal 1</b>	Graduates will communicate.	<b>Show-Me Standard SS-4</b> Students in Missouri public schools will acquire a solid foundation which includes knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).  <b>Alternate Framework Standard AltSS-4</b> Students will develop responsible behaviors related to earning and spending money, and skills and behaviors related to finding and keeping a job.  <b>Alternate Process Standard:</b> (What All Students Should Do) Goal 3 Alt-2, Goal 4 Alt-2	
<b>Graduate Goal 4</b>	Graduates will solve problems or complete tasks.		
<b>Graduate Goal 10</b>	Graduates will interact within the community.		
<b>GLE:</b>	Not Available		
<b>STRAND:</b>	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Locate personal belongings.		6557042	
Begin all tasks and activities presented.		7103003	
Follow a step-by-step method to complete a task.		7810054	
Ask for help when needed.		6557011	
Stand in line.		6296020	Have students stand in line when waiting their turn to sit on the rocking tumble form; line up to go to lunch and return; line up to go to the bus; line up to move from morning conversation group to return to desks.
Push a selection on a vending machine.		7700143	Match picture cue card to selection buttons; activities to promote pincer grasps, such as putting coins in bank, opening zip lock bags to store student toothbrush, etc.
Purchase an item from a vending machine.		6296010	
Look at a menu and order food.		6275001	
Match coupons to purchase items.		6296011	
Remain near cashier/counter until transaction is completed.		7700084	
Ask for assistance from the store employee.		6296016	
Locate requested items in store.		7800003	
Select items on a shopping list and place in a shopping cart.		6296015	
Use only dollar bills to make a purchase under \$5.00.		7810077	
Identify various locations in the store by pictorial cues.		7810086	
Ask for assistance in paying for the item.		6296018	
Read vocabulary words as locators in a variety of stores.		5786027	
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>			

Social Studies      Grades 6-8			
<b>Graduate Goal 5</b>	Graduates will follow routines.	<b>Show-Me Standard SS-6</b> Students in Missouri public schools will acquire a solid foundation which includes knowledge of relationships of the individual and groups to institutions and cultural traditions.  <b>Alternate Framework Standard AltSS-6</b> Students will develop a self-awareness and understanding about how actions affect others, appropriate behaviors in various social situations, and experiences with cultural diversity.  <b>Alternate Process Standard:</b> (What All Students Should Do) Goal 2 Alt-2, Goal 2 Alt-3, Goal 3 Alt-2	
<b>Graduate Goal 7</b>	Graduates will integrate sensory stimuli or find a positive alternative.		
<b>Graduate Goal 10</b>	Graduates will interact within the community.		
<b>GLE:</b>	Not Available		
<b>STRAND:</b>	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Complete work tasks at a specified work rate.		6557033	
Attend to a task.		7700129	
Self-correct task.		7127005	
Work without disturbing others.		6557004	
Refrain from seeking to be alone.		7169016	
Initiate activities to calm self.		7700011	
Display a smooth transition from one activity to another.		7700101	
Reduce incidence of dropping whole body to the floor/ground.		7700107	
Reduce incidence of aggressive acts towards others.		7700106	
Refrain from ruminating.		7175022	
Refrain from putting hands or fingers in mouth.		7175014	
Refrain from placing objects in mouth.		7175006	
Reduce incidence of inappropriate vocalizations.		7700080	
Start activity on command or cue.		7163014	
Refrain from inappropriate touching of self or others.		7810056	
Decrease self abusive acts.		7810057	
Decrease acts of destruction of materials/furniture.		7810059	
Respond to directional words.		7810081	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

SELF-AWARENESS

Social Studies				Grades 6-8	
<b>Graduate Goal 4</b>	Graduates will solve problems or complete tasks.	<b>Show-Me Standard SS-7</b>  Students in Missouri public schools will acquire a solid foundation which includes knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, documents).  <b>Alternate Framework Standard AltSS-7</b>  Students will use tools such as symbols, signs, maps, schedules to make decisions.  <b>Alternate Process Standard:</b> (What All Students Should Do)  Goal 1 Alt-5, Goal 3 Alt-2			
<b>Graduate Goal 5</b>	Graduates will follow routines.				
<b>Graduate Goal 9</b>	Graduates will participate in individual, group, and family recreational/leisure activities.				
<b>Graduate Goal 10</b>	Graduates will interact within the community.				
<b>GLE:</b>	Not Available				
<b>STRAND:</b>	Not Available				
<b>Authentic Life Skills (What All Students Should Know)</b>		<b>IEP Code</b>	<b>API Code</b>	<b>Authentic Learning Activities</b>	
Use a name stamp.		7810062		Name on art work; name on lunch ticket; name to mark attendance.	
Prepare food following a simple recipe given orally.		6263033			
Prepare food following a simple pictorial recipe.		6263032			
Prepare beverages.		6263023			
Prepare salad dishes.		6263048			
Prepare fruits and cold vegetables.		6263037			
Prepare frozen vegetables.		6263047			
Unwrap and/or open foods.		7810060			
Prepare toast.		6263055			
Operate a microwave oven.		6257002			
Operate an electric can opener.		6257008			
Operate a coffee maker.		6551010		Can be used to make hot water for tea, hot chocolate, soup, or oatmeal. Can also use a single cup coffee maker, for single servings, for the items mentioned above.	
Prepare coffee.		6263026			
Prepare a sandwich.		6263025			
Prepare soups.		6263028			
Prepare frozen dinners.		6263051			
Prepare canned foods.		6263046			
Load and operate a DVD.		7810061			
Load and operate a VCR.		7200129		Push in the videotape for morning exercise.	
<b>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</b>					